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ABSTRACT

This packet contains the career education articulation plan for the Orange County, Florida, Public Schools. Components include the following: (1) career education goals for grades K-2, 3-5, 6-8, and 9-12; (2) an articulated career education plan specifying goals for attitudes and appreciation, self-awareness, career awareness, educational awareness, employability skills, beginning competencies, decision-making skills, and economic awareness for each grade K-12; (3) sample articulated career education lesson plans for each grade. Lesson plans consist of a goal, objective, skill correlated with suggested development strategy and subject areas, materials, presentation, activities, and transparency masters. (KC)

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CAREER EDUCATION ON TARGET

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DISTRICT ARTICULATION PLAN
ORANGE COUNTY PUBLIC SCHOOLS

SAMPLE PACKET

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DISTRICT ARTICULATION PLAN
ORANGE COUNTY PUBLIC SCHOOLS

CAREER EDUCATION GOALS

9-12 To Demonstrate Effective Job-Search and Job-Acquisition Skills

6-8 To Recognize the Importance of Decision-Making in Life Long Career Planning and Relate Personal Characteristics and Information About the World of Work to those Decisions

3-5 To Identify the Correlation of the Mastery of Basic Academic Skills to the world of Work

K-2 To Develop an Awareness and Appreciation of the Various Career Roles as Found in the Home, School and Community

ARTICULATED CAREER EDUCATION PLAN

	ATTITUDES AND APPRECIATION	SELF AWARENESS	CAREER AWARENESS	EDUCATIONAL AWARENESS
K	To understand the importance of each individual in the school and home.	To develop awareness of his/her uniqueness.	K To become aware of the roles of school workers and family members.	To recognize that learning helps them do things for themselves.
1	To realize the contribution of community workers and others.	To recognize the responsibility of the individual in relation to others.	1 To recognize school workers and the job they perform.	Develop awareness that learning to read, write and count is necessary in occupations.
2	To recognize the importance of the roles and functions of workers.	To develop acceptance of self.	2 To develop awareness of the specialized jobs in the working field.	Demonstrate understanding that reading, writing and math are required in the working world.
3	To relate the importance of the roles/functions of the community workers.	To understand and accept the uniqueness of others.	3 To develop understanding of ways in which occupations relate to the needs and functions of society.	To develop awareness how communications, social sciences, art, music and physical education are used in community jobs.
4	To develop understanding of how and why people work together.	To develop awareness of constructive ways to deal with personal strengths and weaknesses.	4 To develop awareness of the variety of occupations found in the State of Florida	To demonstrate awareness of the connection between in-school and out-of-school learning experiences.
5	To demonstrate knowledge that success or failure of the work group is a shared responsibility.	To develop understanding that others are influenced by the way each student performs his/her responsibility.	5 To develop awareness of how jobs change in response to changes in society.	To relate skills learned (in classroom) to those used by workers.
6	To analyze working roles as to advantages and disadvantages.	To understand the relationship of interests abilities and achievements to tentative career choices and goals.	6 To increase awareness of the variety of occupational options that exist.	To recognize that different careers require varying types of educational preparation.
7	To understand the importance of all work and its contributions to society.	To develop awareness of personal strengths, weaknesses, likes, dislikes, and achievements and the impact on future planning.	7 To develop awareness of community organizations to which one can contribute.	To relate school and community experiences with various career clusters.
8	To develop an awareness of the effects of biases and stereotyping in career choices.	To relate developed attitudes and abilities to occupational areas.	8 To develop awareness of career characteristics with geographical locations and their relevance to job mobility	To relate future career plans to selection of school courses.
9	To develop awareness of the interpersonal skills and responsibilities important in the work environment.	To understand that each person has a responsibility to themselves and others.	9 To develop understanding of the relationship between career and lifestyle.	To recognize the relationship of achievement in basic reading, writing, speaking and computation skills to all occupations.
10	To develop an understanding of the value of work and continual learning.	To expand awareness of how interests, aptitudes and abilities relate to career planning.	10 To recognize that career development includes progression through stages of educational and occupational experiences.	To recognize that educational experiences are part of career development.
11	To understand the interdependency of all workers in contributing to the well being of society.	To understand, accept and respect their own uniqueness and self-worth as a result of learning, growth and maturation	11 To develop an awareness of educational, occupational trends for a variety of careers.	To recognize that career development in an on-going process requiring continual education and training.
12	To understand the implications of working as a team member in a supervised situation related to one's career field.	To understand the need for positive relationships between oneself and others in order to perform a job.	12 To develop an awareness of future trends for a variety of careers.	To recognize that learning is continuous occurring inside and outside of school.

	EMPLOYABILITY SKILLS	BEGINNING COMPETENCIES		DECISION MAKING	ECONOMIC AWARENESS
K	To understand the need to share and cooperate to complete tasks.	To develop awareness that performance of a task requires practice.	K	To understand that choices in decision-making have consequences.	To develop awareness that people work to acquire basic things for needs and wants.
1	To develop the ability to follow a task through from start to finish.	To recognize that performance of various tasks require specific preparations.	1	To develop understanding that decisions have alternatives.	To develop understanding of why work is divided among many people.
2	To recognize the implications of working with and without supervision independently and with others.	To demonstrate applications of organizational skills in order to complete a task independently.	2	To develop awareness of the decision making process.	To develop an understanding of the relationship between goods, services and monetary awards.
3	To recognize that some tasks must be done alone and some in groups or teams.	To demonstrate the application of organizational skills in a group setting.	3	To select a goal and decide on steps needed to meet that goal.	To demonstrate understanding that there is a correlation between education and job opportunities.
4	To develop skills in interpersonal communication in order to complete a group task successfully.	To develop understanding of the skills necessary to locate information.	4	To recognize the cause and effect relationships in decisions.	To demonstrate understanding that the specialization of jobs creates an interdependent society.
5	To explore the concept of specialization in work assignments.	To become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.	5	To understand how decisions affect self and others.	To demonstrate understanding of the process of production and distribution of goods and services and of the law of supply and demand.
6	To recognize the relationship of achievement in basic reading, writing, speaking and computation skills to all occupations.	To develop proficiency in skills necessary to locate, organize and report information.	6	To recognize that decision making is required to meet personal goals.	To relate career roles to life styles and personal economics.
7	To recognize the specific abilities and skills required for various career clusters.	To develop cognitive skills associated with the scientific method and relate to career planning.	7	To develop the student's ability for the decision making process as it relates to future career choices.	To develop an awareness and understanding of consumer economics.
8	To increase awareness of job-search and job-acquisition skills.	To develop proficiency in problem solving techniques as they apply in selected career areas.	8	To understand the steps in the decision-making process as it relates to the working world.	To develop the concept of the management of personal resources.
9	To refine social skills necessary for employability.	To develop understanding of the interpersonal relations resulting from the interaction of people in various occupational roles.	9	To identify personal goals as part of making career decisions.	To expand awareness of the U.S. financial system.
10	To develop work habits and attitudes necessary to enter the work force.	To develop awareness of of the skills necessary for employment for the career of their choice.	10	To determine understanding of the decision-making process.	To understand the relationship between personal economics, life style and economic roles.
11	To expand knowledge of employability skills necessary for the working world.	To become familiar with the use of basic tools equipment and materials associated with business, commercial and industrial activities.	11	To recognize that career decisions are flexible and can change throughout one's life time.	To develop awareness of the impact of economic factors on life styles.
12	To expand knowledge of interpersonal skills necessary for successful employment.	To develop skills required to identify objectives of a task, specify resources required, outline procedures, perform operations and evaluate the product.	12	To develop understanding that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with their goals and taking steps to implement a course of action.	To develop an understanding of the relationship of occupational status to economic trends found in their community, state and nation.

ARTICULATED CAREER EDUCATION PLAN

Grade Level: K

Goal: Attitude and Appreciation

Objective: To understand the importance of each individual in the school and home.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Identify the role of each family member.	1. Discuss how each member of the family helps the others.	Language Arts Social Studies
2. Demonstrate appropriate social skills.	2. Role play simple social skills.	
3. Identify different tasks performed by persons working in the school setting.	3. Tour school noting particular work locations.	
4. Demonstrate responsibility in accepting given jobs at home and in the classroom.	4. Assign responsibilities to students using "Helpers Chart."	

Activities Attached

CECM:b1

Grade K
Attitudes/Appreciation

Skill-1: To identify the role of each family member.

Materials: Chalkboard or Chart paper

Introduction: Group discussion
Say: We have been talking about the people in your family. Today we are going to talk about what different members of your family do to help each other in the home.

Activity 1: Ask: What kinds of things does your mother do to help your family?
Select key words: cooks, washes dishes, cleans, washes clothes, etc.
Repeat with other family members.
(Refer to list made)
Q: Why is that (---) important?
Ex: Why is it important that somebody cooks?

Skill-2: Demonstrate appropriate social skills

Materials: Hat pattern - (Activity A) Blank envelope

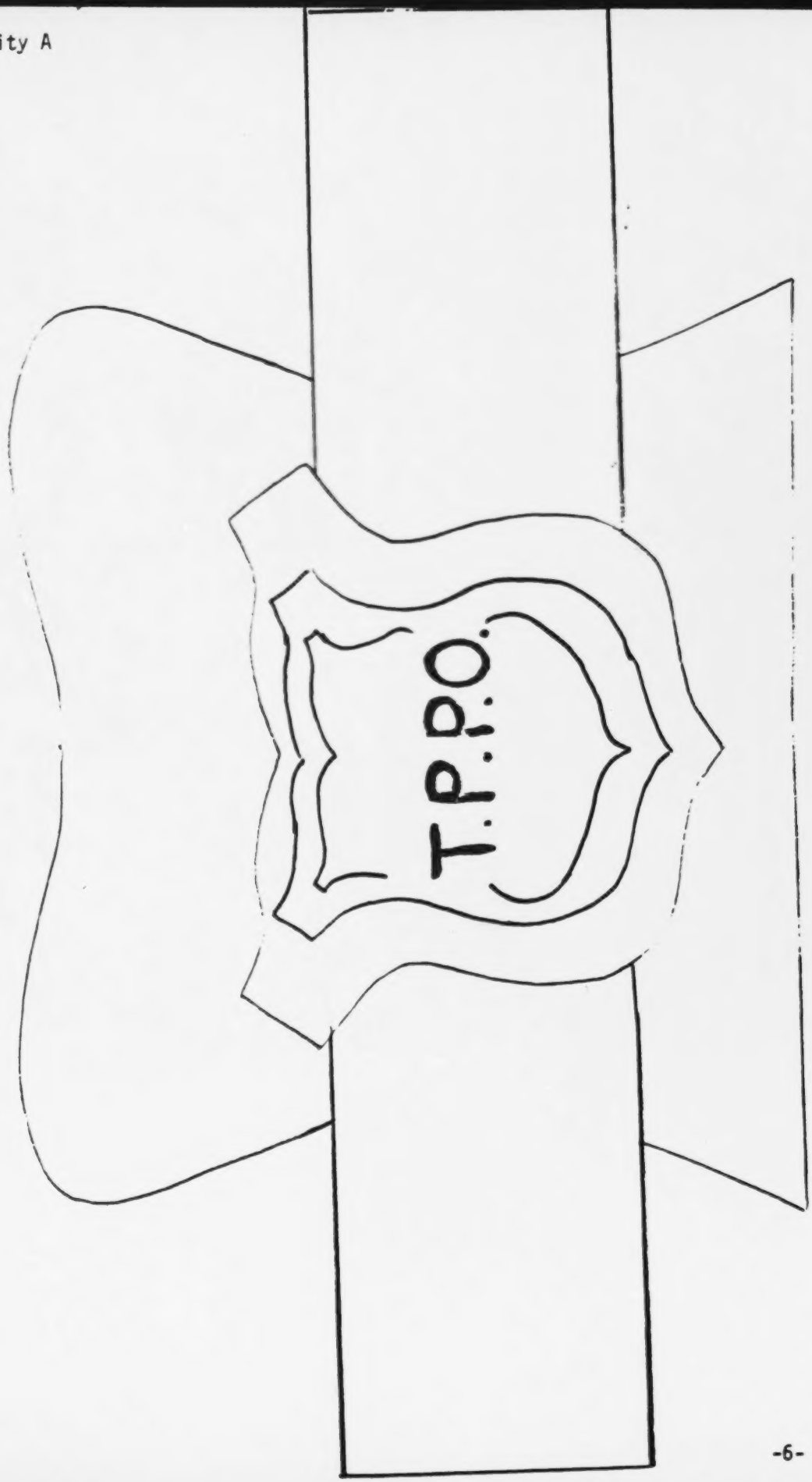
Activity 1: Focus on Santa Clara skills and those social skills on report card. Compliment children when you notice them interacting appropriately.

Materials: (Optional-mail carrier hat-see pattern) Envelope or piece of paper made to look like a letter.

Activity 2. Have children role-play simple social skills while pretending to be a "worker", i.e. The mail carrier hand delivers a letter to a student. The student says, "Thank you."

Activity 3: During the course of the regular school day, when appropriate, have children utilize social skills, such as, saying "Please", "I'm sorry", "Good morning", etc. Tell the children that workers in the home and school have to say those same words in their jobs.

Activity A



ARTICULATED CAREER EDUCATION PLAN

Grade Level: 1

Goal: Self-Awareness

Objective: To recognize the responsibility of the individual in relation to others.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Demonstrate awareness of the consequences that result from in his/her behavior in school.	1. Role play and discuss an appropriate and inappropriate ways to complete a task.	Language Arts Social Studies
2. Demonstrate awareness of themselves within the context of their family structure - in relation to other students.		
3. Identify responsibilities they have to others.	2. Present lesson in "DUSO" which stresses the individual as a worthy member of groups.	Guidance

Activities Attached

CECM:b8

Grade 1
Self-Awareness

Skill-1: Demonstrate awareness that his/her behavior in school causes consequences which result from the behavior.

Activity 1: Role-play
Select several students to demonstrate the appropriate way of completing a task. Then have several others demonstrate the inappropriate behavior for the same task. Ask all students to point to the group which demonstrated behaviors which would cause them to complete their work successfully. (examples: doing seatwork; gathering materials for an art project, using the computer).

Activity 2: Discussion:
Using pre-established class rules - create story situations such as the following:

Juan was talking during quiet seatwork time in the morning. The teacher made him sit quietly during playtime in the afternoon.

Ask: Why did the teacher make Juan sit quietly when everyone else was playing? (elicit response such as "because he broke the rule "work quietly."

Skill-2: Demonstrate awareness of themselves within the context of their family structure.

Activity 1: Discussion
Lead the students in a discussion to compare the rules and responsiblities they have at home with those in the classroom. Ask: What would happen to your family if you didn't do your chores at home? (someone else would have to do it). In school, what would happen to the rest of the children if you talked aloud while I was trying to teach the math lesson? Elicit responses such as "they would have trouble doing their work; they couldn't hear you; they would get mixed up."

Skill 3: Identify responsiblities they have to others.

Activity 1: Use appropriate DUSO activities.

Activity 2: Discussion
Develop an experience chart listing common classroom responsibilities and/or school-wide responsibilities.
i.e. Be quiet so that others can learn
Put materials back on shelf.
Put game pieces in box.

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 2

Goal: Self-Awareness

Objective: To develop acceptance of self.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Demonstrate awareness of his/her uniqueness.	1. Have student draw pictures of themselves and/or write a sentence describing themselves.	Art Language Arts Reading
2. Illustrate how his/her uniqueness can help or be helped by others.	2. Assemble a bulletin board display that would identify the uniqueness of each individual.	
3. Identify physical skills they perform well.	3. Develop a "We Can Help" chart.	

Activities Attached

CECM:b9

Grade 2
Self Awareness

Skill-1: Demonstrate awareness of his/her uniqueness.

Materials: "Whooo Am I?" activity sheet (Activity I)

Activity 1: Self-Portraits
After having each child look in a mirror to note their own features. Have them draw pictures of themselves. Bind or staple to form a book "Our Class Is Special."

Activity 2: Ghost-Writer (Skill 1, 3)
Have each child write a few sentences about him/herself in story form on the "Whooo Am I?" handout. Tell students not to sign their names on the front of the paper. Each story should end with "Who Am I?" Name of student should be written on back of ghost.

Activity 3: Listening Game (Skill 1, 3)
Distribute stories from Activity 2 among the students. Select individuals to read the stories aloud. Class guesses who is being described. Student turns story over to see name of student who was described.

Activity 4: Bulletin Board Display (Skill 1,3)
Display "Whooo-Are You" pages on bulletin board. Make name strips for each child. Put these in a pocket at the bottom of the display. Allow children to tack names below stories to match descriptions and names.

Activity 5: Thumb Prints (Activity J)
Have children ink their thumbs, press and roll on paper. Make a display "I'm Thumbody Special." Lead children in a discussion to notice their uniqueness.

Skill-2: Illustrate how his/her uniqueness can help or be helped by others.

Skill-3: Identify physical skills.

Activity 1: "We Can Help" chart.
Develop a list of categories which includes skills they can perform. i.e. (good baseball player, good at math addition facts; good at figuring out new words; good runner). Discuss categories. Ask children to write their names in the sections which they feel apply to them. Post chart. Remind children regularly to look at "We Can Help" chart to find someone to assist them with a task or skill when the need arises. Encourage children to add their names to the existing chart throughout the quin.

Whoooo Am I ?

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 3

Goal: Employability Skills

Objective: To recognize that some tasks must be done alone and some in groups or teams.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Compare time spent in completing a task along in contrast to working with the group on the same task.	1. Conduct team relay activity. 2. Weave a web and discuss skills necessary for working in the community.	Physical Education Guidance Social Studies

Activity Attached

CECM:b40

Grade 3
Employability Skills

Skill-1:

Purpose: To help students recognize that some tasks must be done alone and some in groups.

Activity: Use exercises to demonstrate individual versus team skills.

a. Team vs. individual to move a large object across the room.
b. Team vs. individual to tie a shoelace.

Closure/ Summary: Discuss activities demonstrating team vs. individual. In exercise a. which group was able to accomplish the task? In exercise b?

Skills-1-3:

Purpose: To relate specific responsibilities to careers and to understand the importance of working with others.

Materials: Newsprint, pencils, chalkboard, chalk, "Web-Activity-E"

Introduction: In group setting, say, "You already know that workers need education or training for their jobs. You also know that certain skills are used by workers in their jobs. Today we are going to talk about the skills you will need in any job you choose in order to be a good worker."

Activity: Pass out newsprint and pencils. Model a web of the responsibilities that a teacher needs to have on the chalkboard. Then instruct the students to weave a web of their chosen careers on paper. "Web" - Activity E

Closure: Share webs and explain.

Summary: Say, "There are certain skills every worker needs in order to do a good job."

BEING ON TIME
SPEAK CLEARLY
LIKING PEOPLE
TEACHER
FOLLOW THROUGH
COMPLETE TASKS
USE CORRECT
LANGUAGE
TRUTHFULNESS
DEDICATED

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 4

Goal: Attitudes and Appreciation

Objective: To develop understanding of why and how people work together.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. **Describe the interdependency of workers in a given occupational cluster (i.e. health transportation).**	Brainstorming technique and role play.	Social Studies
2. **Identify various occupations that work together to achieve a specific goal.**	Develop a flow chart.	
3. **Describe the contribution of a wide range of various occupations to the well being of society.**	Use the webbing effect to illustrate the importance of various occupations for the well-being of society.	
	Activities Attached	

CECM:b5

Grade 4
Attitudes/Appreciation

Skill-1:

Purpose: To help students develop an understanding of why and how people work together.

Materials: chalkboard, chalk

Introduction: In a group setting, use brainstorming and role-play to encourage students to think of examples of how workers are dependent upon each other. "You know there are many kinds of jobs and that each of them is important to our community. Now let's think about how workers can work together."

Activity 1: Say, "Let's imagine that you are in an emergency situation and you need an ambulance. Who can tell me the different workers who are involved in assuring that the ambulance will arrive?" (Encourage students to name the following workers in the correct order: 911 operator, dispatcher, driver, paramedics or EMT-emergency medical technician.

Examples of other occupational groups are:
a) dental office
b) bank employees
c) school system
d) doctor's office
e) cafeteria
f) post office
g) store employees

Teacher will list ideas on board.

Activity 2: Divide class into small groups and have each group role-play the suggested occupations that work together to achieve a specific goal.

Closure/ Summary: Teacher will lead students in a class discussion to ensure that students have developed an understanding of the importance of how people work together and depend on each other.

Assignment: Have students think of other occupations found in Florida which were not mentioned in the activity and be ready to explain the interdependence of the workers.

Skill-2:

Purpose: To help students identify specific occupations that work together to achieve a specific goal.

Materials: chalkboard, chalk, scissors, glue, construction paper, markers.

Flow Chart Activity G

Introduction: In a large group setting brainstorm. Saying, "We have been talking about how people work together and depend on each other to achieve a goal. Who thought of a team other than one we discussed yesterday that works together and includes various occupations?"

Teacher will list suggestions on board.

Activity 1: Say, "Now, let's break up into groups of two or three and using what you know about flow charts, choose one specific goal and chart the various occupations that work together to achieve the end result."

(Teacher may choose to model a flow chart with the class)

Closure: Teams take turns explaining flow charts to class. If time permits a discussion of how and why the people work together. Display flow charts in room.

Summary: "We have developed an understanding of why and how people work together to achieve a specific goal."

Skill-3:

Purpose: To help students identify people upon whom they are dependent.

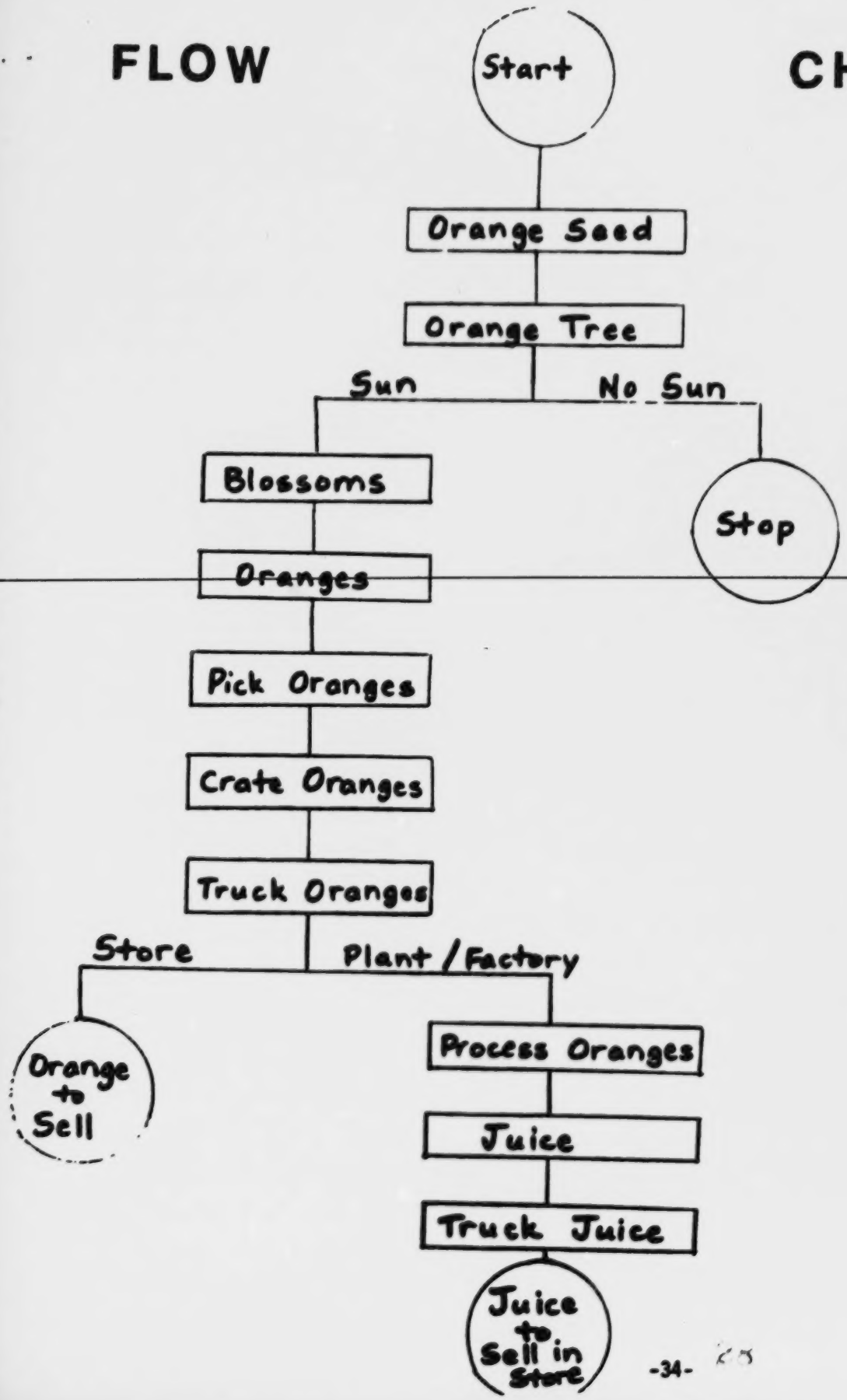
Materials: Overhead projector or chalkboard, markers and transparencies or chalk, newsprint, and crayons.
Class Web - Activity H
Sample

Introduction: In a group setting say, "We have talked about the importance of how workers depend on each other and work together to achieve a common goal. Today let's talk about all the different people upon whom we depend.

Activity: Say, "Working as a team, we are going to weave a class web showing upon whom we are dependent each day at school." Let's begin by placing our class in the center of the web. Who can name one person upon whom we are dependent?

Activity 6

FLOW CHART



ARTICULATED CAREER EDUCATION PLAN

Grade Level: 5

Goal: Decision Making

Objective: To understand how decisions affect self and others.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Describe past decisions in their personal and school lives which have already affected their lives.	Have students answer questions related to certain behavior and discuss answers in class.	Guidance
2. Identify how their goals and their own interest areas influence making decisions.	Encourage students to discuss with parents the importance of decision making.	

Activities Attached

CECM:b30

Grade 5
Decision Making

Skill-1-2:

Purpose: To help students understand how decisions affect themselves and others.

Materials: Decisions - Decisions - Activity X and pencils

Introduction: In group setting say, "Today's activity is going to help us see that decisions you make will affect you, others around you, and your future."

Activity 1: Pass out dittos and have students complete.

Closure/ Summary: Discuss student's responses by asking the following questions:

1. Why did you mark that answer the way you did?
2. Did everyone mark their answers the same way? Why?
3. How do you learn to be responsible? How do you learn to be irresponsible?

Assignment: Have students talk with parents about major decisions parents have made in their lives that have had an impact on their lives. Would they have changed these decisions knowing what they know now?

Activity X

DECISIONS

Your friends planned to play a game that requires four players. One of the players did not show up.
How will this affect the group's plans?

_____

_____

How could this situation be avoided in the future?

_____

_____

_____

_____

Your class has planned a party. One classmate was in charge of the refreshments but forgot to bring the lemonade.
How will this affect the group? _____

_____

How could this situation be avoided in the future?

_____

_____

_____

_____

_____

_____

_____

Your Scout troop was on an overnight camping trip. It started to rain, but no one remembered to bring the tents.
How will this affect the group?

_____

_____

How could this situation be avoided in the future?

_____

_____

_____

_____

_____

_____

In school you have a group project due. One of your group members didn't complete his assignment.
How will this affect the group?

_____

_____

How could this situation be avoided in the future?

_____

_____

_____

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 6

Goal: Career Awareness

Objective: To increase awareness of the variety of occupational options that exist.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Identify the fifteen occupational clusters as designated by the United States Office of Education.	1. Distribute list of the 15 U.S.O.E. clusters. Discuss with class and have students complete a "fill in the blanks" exercise.	Social Studies Art Language Arts Math Science
2. Identify careers as related to the fifteen occupational clusters.	2. Design a bulletin board illustrating the 15 clusters.	
	3. Relate reading requirements to jobs within the 15 clusters.	Reading
	4. Host a career day/fair. Suggested ideas in "Career Day in the Elementary Schools" (Career Education Publication).	

Activities Attached

CECM:b52

Grade 6
Career Awareness

Skill-1:

Purpose: Students will be able to identify the fifteen occupational clusters.

Materials: List of fifteen USOE clusters and corrresponding symbols. "Name My Cluster" Activity J.

Activity 1: Discuss with class the classification system of the fifteen United States Office of Education Career clusters. Distribute "Career Cluster" handout or write on the board the various clusters. Distribute symbol sheet and ask students to match the symbols with the cluster.

Activity 2: Have students complete "Name My Cluster" activity.

Activity 3: Design a bulletin board or a collage illustrating the fifteen clusters.

Assignments: Interview a worker and identify the cluster with which they are associated.

Skill-2: Student will relate reading requirements to jobs within the fifteen career clusters.

Materials: Old magazines, glue, scissors, worksheet "How is Reading Used in the Fifteen Career Clusters" - Activity K.

Introduction: Lead discussion centering upon reading as related to the working world. This activity will lead to the discovery of the importance of reading to a wide variety of job choices.

Activity: Fill in the worksheet "How is Reading Used in the Fifteen Career Clusters."

Closure: Students will share the examples they have written. Try to elicit as many different ones as possible.

Assignment: Student will ask someone they know (a) what is their job title and (b) what do they have to read at work each day and report as a separate activity at a specified later time.

Activity J-3

NAME MY CLUSTER

Match the following occupations with the correct job clusters.

1. Welder _____
2. Cashier _____
3. Waiter/Waitress _____
4. Farmer _____
5. Park Ranger _____
6. Para-medic _____
7. Mail Carrier _____
8. Teacher _____
9. Bricklayer _____
10. Pilot _____
11. Engineer _____
12. Oceanographer _____
13. Television Announcer _____
14. Interior Designer _____
15. Photographer _____
16. Dentist _____
17. Dietician _____
18. Banker _____
19. Bus driver _____
20. Roofer _____

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 7

Goal: Attitudes and Appreciation

Objective: To understand the importance of all work and its contributions to society.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Describe the contributions of various occupations to the well-being of society.	1. Interview resource persons as to how their jobs contribute to society.	Social Studies Language Arts Math Science Vocational
2. Identify home-related activities that can be work related.	1. Complete assignments comparing skills used at home with those used in jobs.	Home Economics P.E. Social Studies

Activity Attached

CECM:e1

Attitudes/Appreciation
Grade 7

Purpose: To understand the importance of all work and its contributions to society.

Materials: Handout - "Did You Take Your Shower This Morning" - Activity A.

Skill 1: Describe the contributions of various occupations to the well-being of society.

Introduction: All work has importance and contributes to our personal well-being as well as that of society. Ask students what life would be like without garbage collectors, fire fighters, maintenance people, etc.

Activity 1: Have students research a famous inventor (scientist, mathematician etc.) and identify:

a. Background
b. Education
c. Invention
d. Effect on society

Activity 2: Have students identify topics studied in life science and associate the knowledge and skills with their usefullness in every day life. For example:

-study of living things	biologist
-study of the body	physician
-study of plants	botanist
-study of animals	zoologist
-study of marine animals	marine biologist
-study of bacteria	microbiologist
-study of birds	ornothologist
-study of foods and nutrition	nutritionist
-studies means of protecting plant and animal life	conservationist

Activity 3: Ask students to enumerate everything that happened to them from the time they got out of bed this morning to the time they arrived in school. Write a list of items on the chalkboard.

Examples could include:

-showered
-brushed teeth
-dried hair
-got dressed
-ate breakfast
-picked up books
-walked to bus stop
-talked with friends
-talked to bus drivers
-listened to kids argue
-dropped books
-picked up papers
-walked into building

Explain to students that many of the things we do become such a habit that we take them for granted. Often times we don't think about the people responsible for making our daily routines possible. Give the example in flowchart form: "Did You Take Your Shower This Morning?"

Distribute activity sheets. Ask students to underline the occupation involved in each developmental step and draw the various tasks below their sentences.

Closure — Explain the interdependency of jobs by analyzing the production of an item from raw to real.

Activity 4: — Invite business persons, parents, retirees to talk about their jobs with emphasis on the contribution to society.

Skill 2: — Identify home related activities that can be work related.

Activity — Have students list skills used in cooking, sewing, cleaning, child care, etc. and match with jobs using those skills.

Adapted from PROJECT BICEP, "Infusing Career Education into the Middle School Curriculum - Mathematics", P. 62-63, Barnstable Public Schools, Barnstable, MA.

Did You Take Your Shower This Morning?

The miner dug the metal from the ground.

Workers aboard a railroad or boat shipped the metal to an industrial plant.

The industrial workers processed the metal to prepare it for sale.

The salesperson sold the metal to a valve company.

A truck driver delivered the metal from industrial plant to valve company.

One machinist at the valve company formed the metal into a shower head.

The quality control person inspected the shower head to assure that it was ready for sale.

The salesperson at the valve company sold the shower head to the plumbing store.

The truck driver delivered the shower head to the plumbing store.

The receiving clerk at the plumbing store inspected the shipment to ensure that the shower head was the correct model and in good shape.

The warehouse worker placed the shower head in the proper location.

The salesperson at the plumbing store sold the shower head to the customer.

The cashier at the plumbing store handled the money transaction with the customer.

A plumber brought the shower head to the customer's house and installed it for use.

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 8

Goal: Career Awareness

Objective: To develop awareness of career characteristics within geographical locations and their relevance to job mobility.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Identify types of jobs that relate to the economy of central Florida.	1. View films, listen to guest speakers who represent the predominant industries in local community.	Social Studies
2. Identify the difference between an entry-level job and future mobility within that job cluster.	1. Research job mobility by writing letters to companies, interviewing personnel and reading books. 2. Complete a career ladder or flow chart listing the progress of jobs through a business.	Social Studies Language Arts Vocational
3. Describe a job shadowing experience.	3. Select an occupation and make arrangements to visit and shadow a particular job.	Social Studies

Activity Attached

CECM:e7

Career Awareness
Grade 8
Skill 1

PURPOSE:

To identify careers related to careers in construction in Central Florida.

MATERIALS:

"The Builders, Activity D" example of a floor plan of a home.

INTRODUCTION:

Construction means building. Workers in construction build every kind of structure, from houses to skyscrapers, from dams to highways, from walls to bridges and runways.

ACTIVITY 1:

Brainstorm careers related to construction. Examples: architect, drafter, construction contractor, sub-contract administration, building inspection, engineer, civil engineers, surveyors, stone masons, brick layers, carpenters, cement masons, iron workers, welders, roofers, operating engineers, laborers (indoor), electricians, a/c and refrigeration technicians, plumbers, painters, plasterers, floor layers.

Pretend you are an architect and draw the interior of your home that you would like to live in. List other people in construction that will be needed to complete your home.

Obtain a floor plan of a home to show the class.

Distribute Activity D - "The Builders."

CLOSURE:

Class discussion, relating subject areas of English, math, science, and drafting with their relation to construction.

SUMMARY:

No one can say that construction is not important. We need shelter and protection. We need places to work and have fun, and we need ways of getting from place to place. Workers in construction build all these things to meet our needs. Because of the growth in Central Florida, construction is an important industry.

ACTIVITY D

THE BUILDERS

					C			P			T		R						
			S		O			M		S		N						
	E				N			R										
					S		R			Y		R						
A			H		T			T										
	L		C		R		C											
					U		B		R									
		R		C		L		Y		R								
	P				T		R		R									
P				F	I		T		R									
					O		L		R	M		K		R				
			I	N			R											

Clues:

1. Builds with wood.
2. Builds with stone.
3. Plans a building and supervises its construction.
4. Measures and marks the location to be used for buildings.
5. Designs and draws blueprints for a building.
6. Plans and installs electrical wiring.
7. Installs and repairs plumbing.
8. Builds with brick, tile, and cinderblocks.
9. Applies plaster to walls.
10. Installs pipe systems for heating and cooling.
11. Repairs boilers.
12. Applies paint, varnish, or stain.

DP1/sf/y

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 9

Goal: Economic Awareness

Objective: To expand awareness of the U.S. financial system.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Demonstrate awareness of the American banking system.	1. Study Financial-Banking Unit for consumer economics with emphasis on spending and credit. 2. Invite a resource person such as a loan officer at a bank.	Life Management Skills Social Studies Math
2. Demonstrate an understanding of terms relevant to the U.S. economic system.	1. Define vocabulary terms related to our monetary system. 2. Students as a class design a flow chart using the basic economic system of U.S. Activity Attached	Social Studies Math

CECM:c6

Economic Awareness
Grade 9

Purpose: To demonstrate and understanding of terms relevant to the U.S. economic system

Materials: Vocabulary Scramble - Activity P

Activity 1: Distribute "Vocabulary Scramble" and have students complete.

Purpose: To develop an understanding of how the government affects economic conditions

Materials: Handout - "Government's Role in the Economy" Q-1
Transparency Master - "Government's Role" Activity - Q-2

Introduction: Decisions made by the government affect not only the national economy by local conditions as well -

The following are examples:

1. The governments are major consumers and providers.
   Example: They buy the services of police, schools, and military personnel.

2. Governments are policy makers - The Federal Reserve determines money supply and Congress sets the minimum wage.

3. Government regulations affect the economy.
   Example: Occupational Health and Safety Administration rules have raised the cost of heavy equipment by requiring the use of additional warning signals. But these rules have also increased the health and safety of workers, which could decrease health costs.

4. Government redistributes money.
   Example: Workers support senior citizens through the FICA tax.

5. Government affects the economy with foreign trade decisions.
   Example: The U.S. steel industry might be helped if high import duty were placed on foreign steel.

Activity 2: Have participants complete the worksheet "Government's Role in Economy." Each person should list five examples from national and/or local government that have not been discussed in the group. Some examples include the following:

Local governments act as consumers in fire service and amubulance service

Local governments act as regulators in local traffic laws.

Activity P:

VOCABULARY SCRAMBLE

The following words are economic terms. Unscramble the words and spell them correctly on the lines provided. Match the words with their definitions.

1.	cnatcuo	_____	money taken out of a bank account
2.	lneabca	_____	total amount of pay before any deductions have been made
3.	idcter	_____	money earned as profit by a company and divided among the owners
4.	dvndeidi	_____	fees banks charge for having a checking account
5.	pitxeonem	_____	record of money received and spent
6.	girnfe stibnfee	_____	actual pay received after deductions have been made
7.	sogrs anserign	_____	buying something now and paying later
8.	tesirtne	_____	to be equal in amount; part that is left over; remainder
9.	ent apy	_____	money left over after paying expenses, bills
10.	fpitro	_____	something held back or kept
11.	fdenur	_____	money paid for the use of money
12.	vesreci rehcga	_____	advantages of having a certain job such as insurance, vacations
13.	titiuslei	_____	dependents or anything that causes the amount of income tax to be lowered
14.	wdharwlita	_____	public service such as telephone, electricity
15.	hgdwontilhi	_____	tax money returned

Activity P:

ANSWER KEY

1.	Account	14
2.	Balance	7
3.	Credit	4
4.	Dividend	12
5.	Exemption	1
6.	Fringe Benefits	9
7.	Gross earnings	3
8.	Interest	2
9.	Net pay	10
10.	Profit	15
11.	Refund	8
12.	Service Charge	6
13.	Utilities	5
14.	Withdrawal	13
15.	Withholding	11

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 10

Goal: Career Awareness

Objective: To recognize that career development includes progression through stages of educational and occupational experiences.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Identify the alternative routes to some occupations.	1. Invite representatives from military, labor unions, vocational schools to serve on a panel. 2. Interview military recruiters and/or OPS/Counselor from vocational schools.	Social Studies Language Arts Vocational
2. Identify available social, political and service organizations as well as leisure opportunities which will aid in the development of career plans.	1. Have student interview and/or job shadow, or secure speakers from local political and service organizations to discuss the development of career plans. 2. Have students select a favorite activity or hobby or product and make posters or write a paper about occupations stemming from hobbies, activities or product.	

Activities Attached

-17-

CECM:a8

Career Awareness
Grade 10

Skill 2

Purpose: To identify how leisure opportunities can aid in the development of career plans.

Materials: Making the Most of Leisure Time - Activity F.

Introduction: Very often you will hear about someone who has made a career out of something that started as a hobby for example an athlete becomes a coach or a sportscaster. Anyone who takes a job working at an activity they enjoy as a hobby usually has found a satisfactory career.

Activity 1: Distribute activity and match the hobby with a paying job.

Activity 2: Visit a local craft shop or a craft show. Talk with the people about their craft ideas. Ask why they have taken up selling crafts. Report your findings to your class.

Activity 3: A Hobby As A Business Can Be Risky

Invite someone to class to discuss how he or she has turned a hobby into a business. Ask the person to discuss the dangers or starting a small business from a hobby. Think about:

-Amount of sales one must make in order to make a profit.
-Costs of rent, merchandise, utilities, advertising, etc.
-What the demand must be for a product in your area.
-Will this be a continued demand, or is what you have to sell a passing fad.

Also talk about the advantages as well.

Adopted from Illinois Career Guidance Handbook, Illinois State Board of Education, 1981

Activity F

MAKING THE MOST OF LEISURE-TIME ACTIVITIES

DIRECTIONS: In the left-hand column are interests. Fill the blanks in the right-hand column to name an occupation where you would do those things which interest you. Be sure to spell the occupations correctly.

1.	Typing	1.	S _ _ _ _ _ _ _ _
2.	Caring for sick people	2.	N _ _ _ _
3.	Writing for school newspaper	3.	R _ _ _ _ _ _ _
4.	Caring for teeth	4.	D _ _ _ _ _ _
5.	Camping and hiking	5.	F _ _ _ _ _ _ _
6.	Fixing hair	6.	B _ _ _ _ _ _ _ _ _
7.	Repairing engines	7.	A _ _ _ M _ _ _ _ _ _ _
8.	Caring for animals	8.	V _ _ _ _ _ _ _ _ _ _ _
9.	Singing and dancing	9.	E _ _ _ _ _ _ _ _ _ _
10.	Working with flowers and gardening	10.	H _ _ _ _ _ _ _ _ _ _ _ _ _
11.	Directing games	11.	Y _ _ _ _ D _ _ _ _ _ _ _
12.	Speaking foreign languages	12.	I _ _ _ _ _ _ _ _ _ _
13.	Writing long stories	13.	A _ _ _ _ _
14.	Working with wires and batteries	14.	E _ _ _ _ _ _ _ _ _ _
15.	Taking people places	15.	T _ _ _ D _ _ _ _ _ _ _
16.	Taking pictures	16.	P _ _ _ _ _ _ _ _ _ _ _
17.	Sewing	17.	S _ _ _ _ _ _ _ _ _
18.	Preparing food	18.	C _ _ _
19.	Hammering and sawing	19.	C _ _ _ _ _ _ _ _
20.	Convincing others	20.	L _ _ _ _ _
21.	Playing instruments	21.	M _ _ _ _ _ _ _
22.	Helping people learn	22.	T _ _ _ _ _ _
23.	Choosing house colors, furniture, etc.	23.	I _ _ _ _ _ _ _ D _ _ _ _ _ _ _ _

Career Awareness
Grade 11

Purpose: To identify the educational requirements, job training, family influence needed for a preferred career.

Skill 2

Materials: Teacher-made list of prominent persons in subject area. Examples: Mark Twain in literature, John F. Kennedy in social studies, Bach in music, etc. Copies of "Paint a Portrait." Activity E.

Introduction: Teacher will make a list of various people in subject area for students to research.

Different occupations have different educational requirements, obviously. It is important for one to be aware of and realistic toward these requirements. The following activity will produce such results and will give students more insight into family influences, job training and education needed to be successful.

Activity 1:

1. Students will select one person from teacher's prepared list.
2. Students will research person for information, facts and data on educational background, family influence, and job training. If not already known, students can research the contributions/accomplishments of their subject.
3. Have students complete the "Paint a Portrait" chart. Activity E.

Closure: With the students, discuss the significance of career awareness.

Skill 3

Materials: "Employment Outlook" - Activity F.
Occupational Outlook Handbook

Activity: Have student complete a graph illustrating current employment trends. Activity F may be used as a guide. Information can be obtained from current edition of Occupational Outlook Handbook or from the Chamber of Commerce or the business section of the newspaper.

Activity E

PAINT A PORTRAIT

ARTICULATED CAREER EDUCATION PLAN

Grade Level: 12

Goal: Beginning Competency

Objective: To develop skills required to identify objectives of a task, specify resources required, outline procedures, perform operations and evaluate the product.

SKILL	SUGGESTED STRATEGY	SUBJECT AREA
1. Demonstrate observation skills used to collect data needed to solve problems.	1. Given a situation, students will record observations over a period of time and then develop a plan of action to solve the problem.	Social Studies Language Arts

Activities Attached

CECM:a27

Beginning Competency
Grade 12

Pupose: Demonstrate observation skills used to collect data needed to solve problems.

Materials: "Time Log" - Activity 1.

Introduction: The problem of handling time and setting priorities can best be handled after making some observations about current use of time. Ideally there should be a balance between work learning and leisure.

Activity: Keep the log-activity for a week or month. When the log is completed, total up the number of hours and minutes spent on learning, working and recreation and graph them. Analyze the results as to the percentage of time spent in each category and what adjustments, if any, need to be made.

Closure: Discuss what you have learned about yourself.

Assignment: Make a plan of action to correct any inbalances. After a period of time keep the log again and recheck the results.

Activity I

TIME LOG	M	T	W	TH	F	SA	S	Weekly Total
LEARNING/EDUCATION Reading books, magazines, newspapers, in order to learn								
Educational TV								
Day school								
Studying, homework								
Other learning activities								
Total Learning Time:								
ACHIEVEMENT/WORK Part-time job								
Volunteer work								
Commuting or waiting to commute								
Other work activities: Preparing meals house-chores, errands, shopping, gardening, etc.								
Total Working Time:								
LEISURE/PLAY Television/movies								
Socializing with family, friends								
Games, sports								
Reading for fun and for pleasure								
Other leisure activities								
Total Leisure Time:								

When the log is completed, at the end of the week, total up the number of hours and minutes that you have spent on Learning, Work, and Recreation, and put them on the graph below: